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ABSTRACT

Designed for use by basic education teachers, this teaching guide outlines a summer school communication skills program for at-risk students which seeks to build self-esteem through high-interest, success-oriented experiences and to enhance language development by providing opportunities to use language in meaningful situations. The guide includes: (1) suggested daily schedules; (2) descriptions and explanations of a wide variety of projects and activities; (3) minimum skills diagnostic test objectives and sample test items; (4) an extensive bibliography of children's books and a list of computer courseware; (5) a bibliography of professional articles; and (6) a list of guidelines for parents of at-risk children. (ARH)

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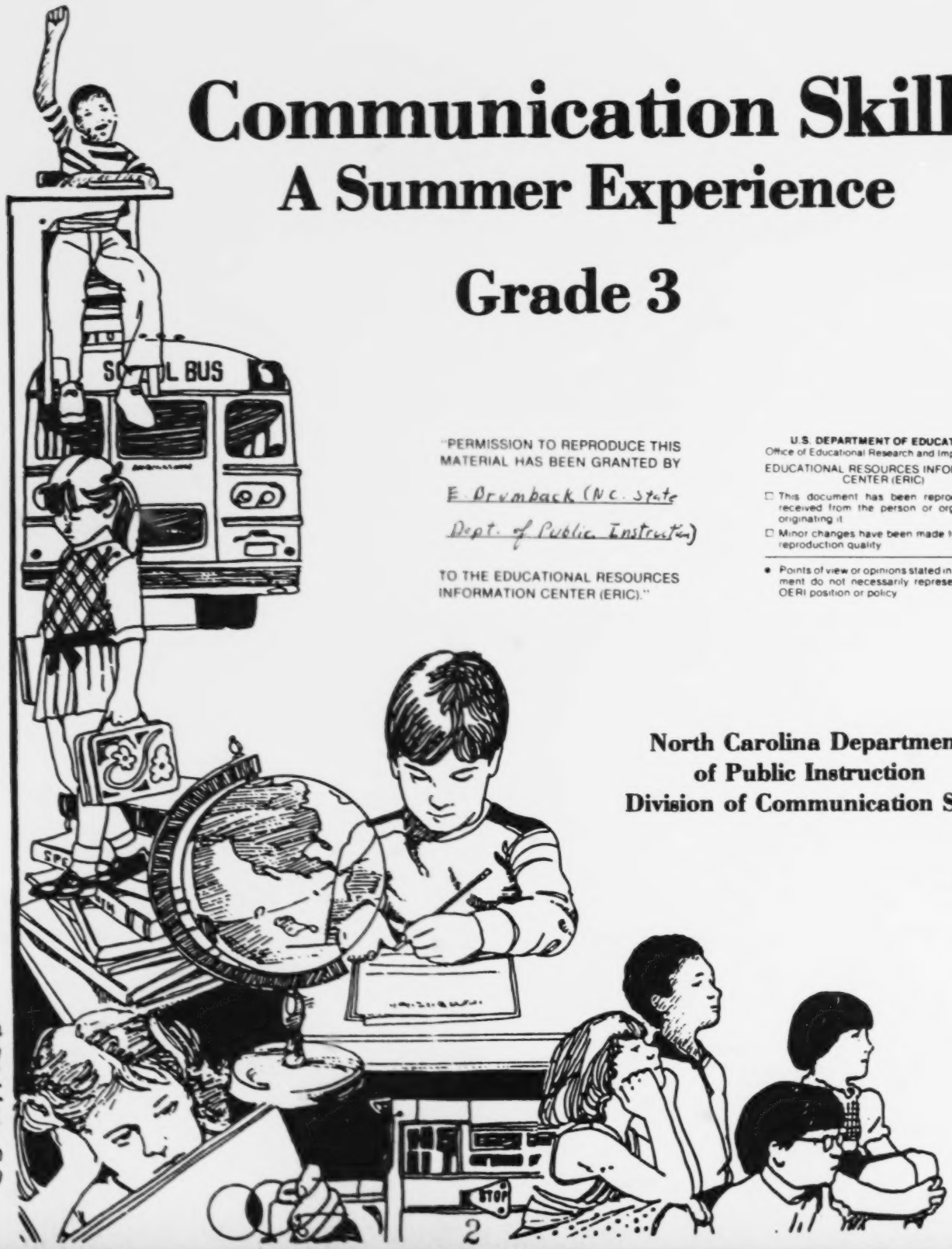
Communication Skills:
A Summer Experience
Grade 3



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North Carolina Department of Public Instruction
Division of Communication Skills

OS 211056

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Staff members in the Division of Communication Skills developed this publication for use by teachers who will be teaching in the Basic Education Program summer school sessions throughout North Carolina. We express our sincere thanks to Frances Harris, Coordinator in the Southeast Regional Education Center, and Emily McCleary, Coordinator in the Northeast Regional Education Center, who coordinated the work. Special appreciation is extended to Marianne Reeves, secretary in the Southeast Regional Education Center in Jacksonville, for the many, many hours of time she devoted to word processing and preparing the document for printing.

Charles H. Rivers

Charles H. Rivers, Director
Division of Communication Skills

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INTRODUCTION

The purpose of this publication is to describe a summer school program for communication skills that emphasizes

- -building self-esteem through high-interest, success-oriented experiences
- -enhancing language development by providing a variety of opportunities to use language in meaningful situations
- -maximizing whole language experiences and minimizing isolated skill/drill practices
- -building upon the experiences brought to the learning situation and providing many opportunities for other experiences to occur

It is intended that teachers use the suggested schedules and activities/projects as a guide for planning and organizing a summer school program suitable for their students. These are only a small representation of the many which may be used to implement an effective communication skills program. Teachers are encouraged to examine the "why and how" or general idea of the schedules and projects/activities in order to devise or seek others that promote the same concept in a similar way.

The tenets below provide the foundation for the summer school program for communication skills. The contents of the publication encompass the essence of these basic beliefs about children and learning.

-Learners learn best when they feel good about themselves as people and learners.

-Learning occurs best in a threat-free environment.

-Learning occurs best when learners are pursuing activities of high interest and success.

-Learning proceeds from concrete to the abstract through active exploration of and interaction with a rich learning environment.

-Knowledge of language comes from experience in using it.

-Verbal abstractions should follow direct experience with objects and ideas and not precede them or substitute for them.

-A problem-solving approach is more important than rote memory of isolated, unrelated facts.

-Variations in language are natural. Accept the language the learners bring and build upon it.

-Learners learn best when there is a need to communicate.

-Learners learn best when there is interaction between thought and language.

-The readers' ability to recreate meaning depends on their background of experiences and their ability to associate these with language. 1

Additionally, the suggested program takes into consideration what professional literature reveals about the general characteristics of the summer school population.

-Low self-esteem and low aspirations. These students are often convinced that they cannot work successfully so they avoid starting or they give up easily on an activity. Many times they expect to fail.

-Short attention span. They may have difficulty staying on task and completing classwork and/or homework.

-Action-oriented. These students often work better with "hands-on" activities rather than paper and pencil activities.

-Alienated. These students are more likely to have no bond between school and themselves. They may not be involved in any school activities.

-Disruptive and/or aggressive. These students may be disciplined frequently for "acting out," bothering other students, showing disrespect to authority, and/or fighting with others.

-Low achievement. These students often lack basic skills in reading, language arts, and math.

-Irregular attendance and/or frequent tardiness. Students may be absent from school weekly or bi-weekly, are frequently absent on test days, and may be tardy for school several times a week/month.

-Physical or mental health problems and/or handicaps. These students may have additional barriers to a successful school experience. [2]

1. Open Education and the American School, Roland S. Barth, Agathon Press, Inc., New York, 1972, c. 1.

2. Instructional Considerations in Planning for the Basic Education Program Summer School, North Carolina Department of Public Instruction, Raleigh, N. C., April, 1986, p. 8.

SCHEDULES

II

SUGGESTED BASIC SCHEDULE

I. BASIC SCHEDULE - 3-HOUR DAY

COMMUNICATION SKILLS BLOCK

20 min. Opening Activities

40 min. Short and Long Term Projects/Activities

MATH

60 min. Direct Instruction in Mathematics Concepts

OPTIONAL ACTIVITIES

30 min. Student Choice of Area(s)

READING/LANGUAGE

15-20 min. Direct Instruction of Reading/Language Skills (related to MSDT competencies)

CLOSING ACTIVITIES

15 min.

II. EXPLANATION OF BASIC SCHEDULE

A. OPENING ACTIVITIES (Whole Group)

.Ice-breaking activity

.Planning the day

.Reading to/with children

e.g. poems, literature selections, magazine/newspaper articles, etc.

.Singing/movement

.Viewing

e.g. filmstrips, video, 16 mm
pictures, objects, etc.

.Writing in journals

.Sharing

e.g. teacher - "My new dress"
student - "My birthday present"

.Introducing activity to take place in next component

B. SHORT AND LONG TERM PROJECTS/ACTIVITIES

.Self-concept activities

.Classroom newspaper/newsletter

.Exploratory walks

.Extensions of reading/viewing activities begun in opening activities session

e.g. dramatizations, writings, filmstrips, etc.

.Science experiments

.Writing activity

e.g. patterned writing

.Activities related to social studies themes

Note: Even though these are communication skills projects, the starting point may be social studies, science, health, art, or any other content area. As integrated projects, these will provide many opportunities for reading, writing, speaking, listening, and viewing in a meaningful context.

C. OPTIONAL ACTIVITIES (student choice of area)

.Listening	.Art	.Science	.Water
.Math	.Viewing	.Games	
.Reading	.Computers	.Blocks	

D. DIRECT INSTRUCTION IN READING/LANGUAGE SKILLS

Materials/activities related to MSDT objectives

- -Gameboards or games
- -Newspapers/magazines
- -Reading and discussing selections
- -Paper/pencil skill sheets

Note: During this time, students need to be involved in activities to prepare them for successful experiences with the MSDT. Activities which provide practice with the format and skills of this test are appropriate. Often student failure is due to lack of ability to deal with testing format. Both the layout of the test and the type of questions should be addressed.

E. CLOSING ACTIVITIES (whole group)

.Reviewing day

.Sharing accomplishments

.Writing in journals to summarize day

.Reading a selection aloud

.Setting stage for next day

SAMPLE DAILY PLAN

I. SAMPLE PLAN - GRADE 3, DAY 1

A. OPENING ACTIVITIES

-Greet children at door - give name tags

-Invite them to carpet for family time

-Talk informally with children about "summer school" experience, room, procedures, etc.

-Meet each other

-Use Hap Palmer song, "What Is Your Name"

-Read Book - The Important Book by Margaret Wise Brown

Extend by:

(1) Asking each child to tell one important thing about him/herself.

(2) Recording each child's response on large sheets of paper (1 piece per child) and displaying in room.

(3) Inviting children to add something new each day (for about a week) to each others' or own and assisting those who need help.

-Introduce next activity

B. SHORT AND LONG TERM PROJECTS/ACTIVITIES

-Make self-concept collage

(See Project/Activity Explanations)

C. MATH

D. OPTIONAL ACTIVITIES (student choice)

-Introduce children to areas of room

-Set expectations/guidelines for using areas

-Have children make choices for an area for day one (add other choices as week progresses)

Listening
Reading
Blocks
Math
Art

E. DIRECT INSTRUCTION IN READING/LANGUAGE SKILLS

-Read a selection or part of a selection with copies for students to read along

-Ask questions related to comprehension competencies

-Follow up with writing activity as extension (teacher modeling)

What do you think happened next?

F. CLOSING ACTIVITIES

-Review day's events

Encourage students to recall activities in which they participated

Record responses on board or chart

-Introduce journal (pre-made)

-Teachers and students write about something they did

-Share

-Set stage for next day

PROJECT/ACTIVITY EXPLANATIONS

WHAT:

MAKING A PLANNING LIST

The students learn how to organize their time through writing out a list of plans for the day.

WHY:

.Helps students accomplish specific tasks

.Shows that making lists help in managing life

.Serves as a checklist between teacher and student

HOW:

1. Have students name specific activities for the day, e.g., Listening Center, Writing Folders, Science Project.
2. The teacher lists activities on the chalkboard.
3. The teacher adds any additional activities.
4. Each student lists own activities in order.
5. The student checks off as each task is accomplished.

MATERIALS NEEDED:

Folder for each student

Paper and pencil for each student

Chalkboard

COMMENTS:

The value of this activity is that each student writes his own list, copies from the board.

The teacher may put specific times for skill groups, break, etc.

WHAT:

SELF-CONCEPT COLLAGES

Students cut pictures and words from magazines that tell others something about themselves. The pictures and words are randomly glued onto a sheet of construction paper. The collages are displayed in the room and students interpret each others' collages.

WHY:

.Builds self-esteem

.Establishes an ongoing activity in the classroom

.Involves students in a non-threatening writing activity

.Provides information about students' writing ability as a whole

.Allows for informal group interaction

.Gives students an opportunity to present before the class

HOW:

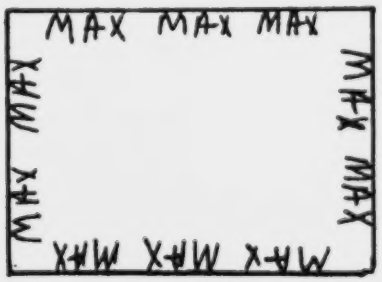
1. Give students an overview of the day's activity. Point out that this is another ongoing activity within the "comfort-zone" of the process. Also, explain what a collage is. (It is helpful to have an example.)

2. Have available the necessary materials.

3. Ask students to select a sheet of construction paper. Point out that they may want to choose a color that says something about themselves.

4. Have them make a border using their name.

Example:



5. Instruct students to find pictures and words from the old magazines that will tell others about themselves as a person. For example, pictures that tell others what they like to do, places they would like to visit, etc.

6. Instruct students to randomly glue their "cut-outs" onto the construction paper.

7. Have students attach a piece of paper to the bottom of their collages so that others will have a place on which to write their interpretations.

8. Give three or four students an opportunity to tell about their collages. Let this be on a volunteer basis.

9. Have students display their collages in a designated place in the classroom.

MATERIALS NEEDED:

Construction paper (assorted colors) 9x12 or 12x18

Glue

Scissors

Plain paper

Old magazines

Marking pens (fine line, assorted colors)

COMMENTS:

WHAT:

ME BOX

WHY:

.Conveys personal "likes": interests, favorites (food, clothes, heroes, music, T. V., etc.) and inner feelings

HOW:

1. Students clip pictures from magazines to illustrate the above.
2. Things that they are willing to talk about are glued to the outside of the box.
3. Private things are kept inside the box until the student wishes to share these.
4. Students use this representation of self to respond to interviews and to be reminded of things to write about.
5. Pictures also provide ideas for descriptive writing.

MATERIALS NEEDED:

Magazines with lots of pictures

Glue

Scissors

A shoe box for each individual

COMMENTS:

These boxes can generate pre-writing and discussion for a long time. Constructing the boxes and talking about them provide a good ice breaker and opportunity for students to talk to each other. This is necessary for the establishment of a good emotional climate in the classroom.

WHAT:

GIVING GIFTS

Students are asked to draw pictures of gifts they would like to give to 1) a family member, 2) a friend 3) her/himself, 4) the world; they are then encouraged to talk and to write about their drawings.

WHY:

.Encourages students to think of others as well as themselves

.Allows the teacher and students to get to know one another better

.Encourages students to use their creative abilities

.Requires students to give reasons for their decisions

.Allows students to express themselves in writing

HOW:

1. The teacher has an empty box gift-wrapped. She models giving the gift to herself saying, "I'm giving myself a trip to Australia because I want to see the land of kangaroos and the place where the America's cup for sailing competition was held." She then gives the gift to the student (prearranged), saying, " I'm giving Mike a surf board because surfing is his favorite summertime activity and his surf board is missing." The student then gives a gift to another student. At that point the "giving" stops.

2. Each student is given crayons or magic markers and a 12" x 18" piece of drawing paper which she/he folds into four equal parts and labels the sections: 1) family member, 2) friend, 3) self, and 4) world.

3. Students draw gifts in each box, jotting down at least two reasons for giving each gift.

4. Students share their gifts in pairs, small groups, or total group session, telling what and why.

5. After sharing, students write about one of the gifts, telling to whom it is given and explaining the "why" along with other information he/she wants to include.

6. Students read their papers in pairs, small groups, or total group.

7. Display the papers.

MATERIALS NEEDED:

An empty box--gift-wrapped

12" x 18" drawing paper

Magic markers or crayons

COMMENTS:

This activity can be extended later into a revision session with students rewriting, editing, and displaying their writings.

Cheryl Newby, teacher at Hertford Grammar School, Perquimans County

WHAT:

PUT YOURSELF IN THE PICTURE

Each student selects a picture of a scene or place, draws a picture of him/herself, attaches it to the illustration, pretends to be part of the scene, and writes a story about his/her experiences there.

WHY:

.Develops self-awareness

.Uses drawing skills

.Uses imagination and thinking skills

.Uses writing skills

.Conveys information about self

HOW:

1. Teacher provides many large-sized pictures or scenes (from calendars, etc.).

2. Each student selects a picture.

3. Using heavy paper, each student then draws a small picture of him/herself and glues it onto the big picture as if he/she is part of the scene.

4. The teacher provides questions such as the following for the student to use in listing what is going on.

   a. How does it feel to be there?

   b. How did you get there?

   c. Who, if anyone, is there with you?

   d. What is the weather like?

   e. What do you see?

   f. What are you doing?

5. Have students use the information they have to write a story or paragraph about their experiences.

MATERIALS NEEDED:

Big pictures of scenes or places (more than enough for each student to have one so that all students can make choices)

Tag board or poster paper

Crayons or magic markers

Scissors

Pencils

Writing paper

COMMENTS:

WHAT:

BIO-POEM

An auto-biographical sketch using the nine-line form below:

Line 1: Your first name only
Line 2: Four adjectives that describe you
Line 3: Sibling of, or son/daughter of
Line 4: Lover of (3 things, people, or ideas)
Line 5: Who feels...(3 items)
Line 6: Who fears...(3 items)
Line 7: Who would like to see...(3 items)
Line 8: Resident of...(your city and street or road)
Line 9: Your last name only

WHY:

.Assures success

.Builds self-esteem

.Stimulates group cohesiveness

.Develops communication skills through meaningful context

HOW:

1. Prepare students for activity by explaining that they are going to write a poem about themselves.

2. Have students write the first line of the poem (teacher demonstrates by developing her poem on board or overhead).

3. Next, ask them to brainstorm words that describe people, e.g., happy, sensitive, caring.
   List words on board.
   Students choose from list.

4. Follow the same procedure for other lines.

The brainstorming of the lists makes it a high-success activity.

After revising and editing the draft, prepare writing for publication and display in the room.

SAMPLE POEM:

Vince
Son of Joseph and Gloria
Lover of pizza, basketball, Dungeons & Dragons
Who feels excited when holidays come, worn-out after
cutting the grass, hungry anytime during the day
Who fears striking out with a lot of parents watching,
hearing a strange noise at night, having to
explain why my homework isn't done
Who would like to see our lawnmower turn into a
Kawasaki, my brother keep his hands off my stuff,
the Super Bowl from the Patriots' bench
Resident of Pittsfield, Beacher Street
Moncada

MATERIALS NEEDED:

Pencils

Paper

Construction paper for mounts

Glue

COMMENTS:

Students can use this same form to write about others, e.g., character(s) from a story, person in history, friend, parent, etc.

WHAT:

READING TO CHILDREN

The material to be read should be favorites of at least some of the children in the group. Of course, the teacher needs to be familiar with and enjoy the selections, too.

(See Appendix - Read-Aloud List)

WHY:

.Helps to develop a love of books in our students by involving them in stories and poems which are stimulating and exciting so they will be motivated to read on their own, and will want to share good books with others.

.Exposes children to a variety of authors and illustrators.

.Helps children internalize the rhythm and flow of written language.

.Extends the child's knowledge of stories and topics of interest to him.

.Gets children involved with both short stories and novels.

.Provides opportunity to read science and social studies to children. Their knowledge of relevant topics will be expanded and they will internalize the form or grammar of the content material, which, in turn, will help them in their independent reading and writing.

.Introduces material that has a different rhythm and flow of language so that it can be learned and enjoyed by students.

HOW:

1. Having children sit close to the teacher during story time will help establish a warm, secure feeling in the group.

2. The material selected should be of varying lengths so that students come to enjoy short stories and novels as well.

3. Science and social studies material should be read, as well as narrative material.

4. When the teacher is reading to the class, an Oral Cloze Procedure can be conducted during various parts of the story. With less able children the Cloze can be conducted to have children predict the various parts that would show their understanding of the story. With older children, and using a book written by a descriptive author, the Cloze could take place to predict the language the author would use.

5. The teacher can encourage the children to join in during repetitive refrains in a story.

6. Brief discussions before, during, and after the reading should be encouraged in order to help children to comprehend at a higher level and to encourage appreciation of what the author has written.

7. Place the book at the listening center for re-reading by the student. (Use 6th or 8th grade students to make the tapes if not commercially available.)

MATERIALS NEEDED:

1. Picture books with predictable language and story structures. (See Appendix - Predictable Books)

2. Simple novels written at 2nd and 3rd grade level. (See Appendix - Read Aloud - 3rd grade).

COMMENTS:

WHAT:

PREDICTABLE BOOKS

Students have daily opportunities to re-read books which have high predictability in story structure and word order. Re-reading alone or with a partner helps the student internalize language patterns. (See Predictable Book List)

WHY:

.Introduces students to all the literary patterns, a variety of authors, and many examples of good literature

.Provides opportunity for independent re-reading of familiar material

.Builds self-esteem

.Helps students use prediction as they read

HOW:

1. Read one or two predictable books at read-aloud time each day. (See Predictable Book List)

2. Set up time for the students to re-read these same books alone or with a partner.

3. Use a tape recorder occasionally to check on students' re-reading.

4. Re-read certain books aloud and encourage choral reading or chiming in.

MATERIALS NEEDED:

Predictable books

COMMENTS:

WHAT:

WRITING AS A PROCESS

Students find topics, draft, revise and edit various types of writing in order to communicate with a specific audience, for a specific purpose.

WHY:

.Helps students think more clearly

.Helps students organize their thoughts

.Helps students learn how to write a they write about their own topics

.Connects the reading and writing process

HOW:

1. Pre-writing - student finds a topic about which to write
   - student may discuss and/or draw/make notes about the topic

2. Drafting - student free writes concentrating on getting ideas down. There is no emphasis on mechanics at this point

3. Revising - student re-reads writing to teacher/partner/ helping circle and receives positive responses and questions. This sharing causes additions or changes to be made in the draft

4. Editing - student re-reads writing or partner reads writing. Capitalization, punctuation, spelling and usage are checked. The teacher may teach a specific skill on student's writing at this point

5. Publication - student puts the writing in final form. This may be a booklet, letter, poster, etc. depending on the purpose of the audience.

Evaluation occurs throughout the process and takes into consideration each step of the process rather than just the finished product.

MATERIALS NEEDED:

File folders	Word processing program/printer
Paper/pencils/pens	Bookbinding materials

COMMENTS:

WHAT:

AD-TALES

Students use advertisements cut from magazines (words that are names of products, e.g., Winston, Joy, Cheer) to compose stories. (Sample on following page.)

WHY:

.Promotes success

.Stimulates interest

.Extends thinking

.Teaches skills through context, e.g., capitalization, spelling, prefixes, suffixes

HOW:

1. Gather ads (20+ per tale).
2. Look at ads to get a starting sentence or overall idea for story or poem.
3. Draft, revise, and edit story.
4. Transfer final product onto large paper, tagboard, poster board, etc.

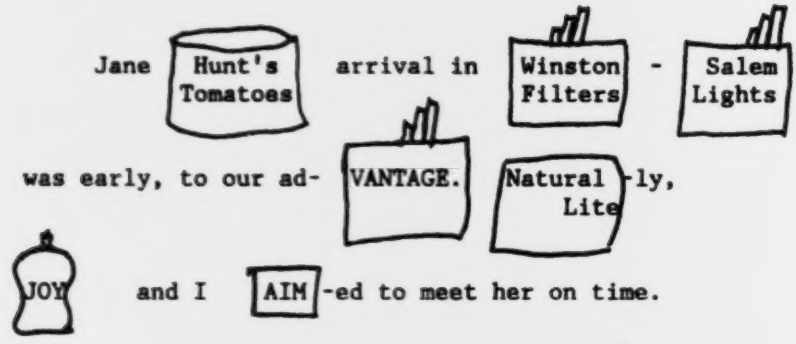
Hints: When gluing the "ad word" in the story, keep the "ad word" on the same reading line so that the eye sees that specific word as it reads across.

Encourage students to plan before actually transferring the edited draft to the tagboard.

Magazines such as Family Circle, Ladies' Home Journal, Better Homes and Gardens, Woman's Day, Southern Living, Ebony, Ms., etc. are good sources for the ads.

AD-TALES, Continued

SAMPLE:



MATERIALS NEEDED:

Large sheets of paper (tagboard, poster board)

Magazines

Scissors

Glue

COMMENTS:

Teacher should have a completed Ad-Tale to use as a model.

WHAT:

PATTERNED WRITING

Students borrow patterns from published authors to write their own selections.

WHY:

.Promotes success

.Provides comfortable framework for writing

.Exposes students to a variety of literary techniques

.Provides opportunity to work with specific language skills through meaningful context

HOW:

1. Choose a selection which has an easy, well-defined pattern, e.g.,

"Money"

Workers earn it,
Spendthrifts burn it,
Bankers lend it,
Women spend it,
Forgers fake it,
Taxes take it,
Dying leave it,
Heirs receive it,
Thrifty save it,
Misers crave it,
Robbers seize it,
Rich increase it,
Gamblers lose it...
I could use it.

Richard Armour

2. Print poem on chart or overhead so that class can focus on it.

3. Read poem and lead discussion to help students discuss the particular pattern.

4. Choose another subject to model how to go about writing a poem using the "Money" pattern. (This is done on the board or overhead.) Students and teacher together brainstorm lines. Do not be concerned about proper sequence or internal rhyme at this point--just get ideas down. Example:

"Food"

(1) Farmers grow it,
(2) Markets sell it,
(2) Chefs smell it,
~~Dieters shun it,~~
Mothers cook it,
(1) Fat people show it,
Truckers move it. . .

After brainstorming the possibilities, begin revising for content. Students and teacher begin rearranging and deleting lines and changing words as necessary. (See example above. The numbers at the side relate to revising for sequence.)

5. Teacher and students brainstorm a list of possible subjects. Students choose one to begin to develop. Possible subjects include:

Music	Cars
Boys	Clothes
Girls	(and many, many more)

6. Students develop their own poems.

7. Students prepare revised, edited poems for display.

8. The following is an example of a student's poem using the "Money" pattern:

"MUSIC"

Teenagers play it;
Parents hate it.
Singers make it;
D. J.'s play it.
Some people fake it;

But entertainers perfect it.
Plants grow to it;
Kids jive to it.
I do homework to it;
Kids skate to it.
Joggers run to it;
I dance to it.
Beethoven composed it;
Jackson tops it.
And the beat,
There's no end to it!

Wanda Styron
New Dimensions: Volume I

MATERIALS NEEDED:

Poem for modeling pattern

Paper

Pencils

COMMENTS:

Other patterns that have been successful are:

Ashford, Ann. IF I FOUND A WISTFUL UNICORN

Greenberg, Polly. OH LORD, I WISH I WAS A BUZZARD. New York: Macmillan, 1968. Ill by Aliki.

Keats, Ezra Jack. OVER IN THE MEADOW. New York: Scholastic Book Services. 1971

WHAT:

MAP OF SOUNDS

Students make a map of school and grounds and the sounds they hear throughout the area. This experience could be followed by a writing activity.

WHY:

.Increases awareness of sounds around them

.Aids in development of categorization skills

.Uses visual perception and fine motor skills

.Develops vocabulary

HOW:

1. Students may work individually, in pairs, or in small groups.
2. Have students tour and make a small map of the school building(s) and grounds.
3. Students return to class and draw large map from small one.
4. Then have students tour the area again, making lists of sounds they hear.
5. Upon returning from the second tour, students will draw pictures of or write on the map in appropriate areas the sounds that were heard.

MATERIALS NEEDED:

Notebook paper

Pencils

Large sheets of paper / mural paper

Crayons or magic markers

COMMENTS:

Students may map homes, towns, communities, etc., and discuss the differences. Also, they could write about the total experience or write a paper comparing/contrasting sounds.

WHAT:

MIX AND MATCH BOOK

Each student makes a book page (divided into three parts) with a picture and a sentence. All pages are put together to form a book whose sectioned pages are cut to provide many, many sentences for reading fun.

WHY:

.Allows students to use knowledge of measurement

.Requires students to follow directions

.Encourages students to use artistic ability

.Involves students in practicing sentence structure using noun, verb, and prepositional phrase

.Provides an end product which can be used for reading fun over a long period of time

HOW:

1. Provide students with necessary materials.

2. Give students an overview of the activity and show them an example page.

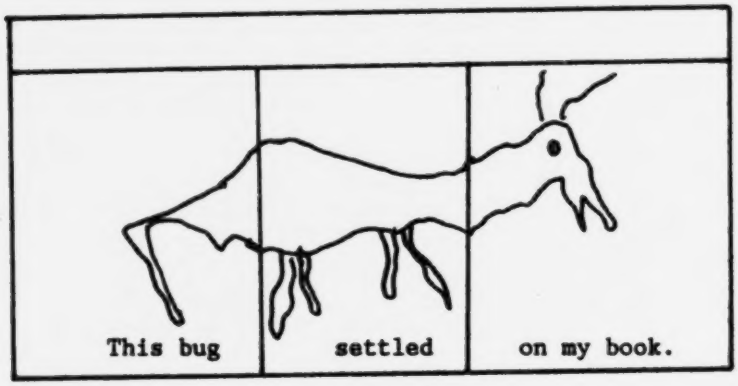
3. Direct each student to:

   a. measure a 1 1/2 inch margin on a long side of the sheet of paper and mark it with a line.

   b. divide the paper into three equal parts (vertically from the margin line), drawing two lines to separate the parts.

   c. draw a picture of an animal with head/neck in one section, body in the middle, and tail in the remaining section. (Be sure each student puts the head in the same section.)

d. write a sentence about his/her animal with noun/subject in first part, verb in the middle, and prepositional phrase in the last part.



4. To make the book, put the pages together using brads in the marked margins. Then cut the pages on the two vertical lines. (You probably would want to make a cover for the class book.)

5. Students are ready to fold over parts of pages and see funny animals and read funny stories.

6. Book should be placed in classroom library.

MATERIALS NEEDED:

A piece of drawing paper (either 9" x 12" or 12" x 18") for each student

Pencils

Rulers

Crayons or magic markers for drawing

Several brads (number depends upon size of paper)

Scissors

COMMENTS:

Sentences can be changed/expanded to focus on adjectives, adverbs, etc. This activity also provides an excellent opportunity to talk about verbs that show action and give pictures.

WHAT:

SURVEYING ACTIVITIES

A student interviews classmates to get information which is then depicted on a graph. The findings then are explained and summarized by the student.

WHY:

.Develops interviewing skills

.Uses recording techniques

.Uses thinking skills to

plan and organize information on graph
to explain information
to summarize findings

.Uses fine motor skills

.Uses math skills

.Develops self-awareness

.Gets to know one another

.Reveals interests, etc.

HOW:

1. The teacher might want to demonstrate the activity by doing a survey first.

2. Give one or more students cards with survey instructions, including numbers or names of students to be interviewed. (This can be done as a total group activity with each student having a card and everyone interviewing at the same time, or students may be given cards and be free to interview at appropriate times during the day.)

3. Students will interview and record answers.

4. Students then will:

depict their findings in graph form

explain their findings in writing

summarize their findings

5. Surveys can be shared orally and graphs displayed for the class to see and read.

MATERIALS NEEDED:

Notecards

Pencils

Colored pens or crayons

Rulers

Notebook paper

Plain writing paper

COMMENTS:

Example of survey questions:

> Survey your group to find out the favorite dessert of each person. As you question, record your findings. Make a graph showing the information. Write a paragraph to explain your findings. Be sure to summarize the results.
>
> Note: You may select specific desserts from which they may choose.

Other topics:

Favorite ice cream flavor, vegetable, fruit, meat, sport, color, t.v. show, song, singing group, day of the week, month of year, season, holiday, type of book, hobby, thing to do on a rainy/snowy/sunny day, meal of the day, make of car, time of day, flower, pet

Color of hair, eyes, shoes in class

Months for birthdays in class

WHAT:

MINIBEASTS

Students collect and study bugs from surrounding area. The teacher draws attention to the structure and form of each bug, encouraging description and then comparison. Books are used for further information, and drawing or writing is used for recording observation.

WHY:

.Focuses on a high-interest topic while using oral and written language in meaningful ways

.Allows active involvement of the students

.Builds in success because there are no right or wrong answers

.Allows for group interaction

.Develops knowledge of scientific processes

HOW:

1. Show a few minibeasts.

   a. Have children observe structure and form.

   b. Observe how they move, react, etc.

   c. Be sensitive to the need for proper care to living things.

2. From this general beginning, other leads may develop, e.g., "What is it?" may lead to comparison with other things or "What does it do?" may lead to investigation of its properties.

3. Elicit guidelines for collecting bugs. Have children make up a class chart such as the example below.

   EXAMPLE:

   Collecting Bugs

   .Search carefully and be very careful not to damage the area while searching

   .Handle animals carefully and take only a few.

.Replace stones and logs as you found them.

.Look in two major habitats:

Aquatic	Terrestrial
rivers	grass
lakes	leaf litter
streams	fallen logs
ditches	soil
ponds	other animals
	trees

4. Encourage a personal response to the animals by developing in the children the following:

   a. imaginative speech - words to describe

   b. writing - accurate observation and creative poetry

   c. a wide range of visual expression - drawing, painting, stitchery, mural, etc.

5. Extend from first observations:

Questions	Activities
Where are they found?	Possible future exploration
What do they look like?	Color, shape and special features, making models, reference books,
What are they called?	making and using keys, movement,
What do they do?	feeding and general behavior
Can we breed some?	Life cycles, raising minibeasts
How shall we keep them?	Suitable housing, building the housing
Are They friends or foes?	Finding out about beneficial bugs and pests

MATERIALS NEEDED:

Jars	Paper / pencil
Plastic spoons	Crayons / paints
Plastic bags (baggies)	Chart paper
Magnifying Glass	Reference Books

WHAT:

PROJECTS

A student or a small group of students decide what they would like to know more about. They research the project with guidance and present a finished product to the whole group.

WHY:

.Involves the student in discovery learning

.Causes some commitment from the student for his own learning

.Allows for integrated studies

.Allows for group interaction

.Teaches skills in meaningful material relevant to the student

.Uses reading and writing for real reasons instead of studying skills in isolation

.Builds self-esteem

HOW:

1. Brainstorm topics for study. Have student(s) choose one.

2. Have students list questions under the following headings:

   Things I Want to Know About My Topic

   a. How?
   b. Why?
   c. Who?
   d. Where?
   e. What?
   f. When?
   g. Which?

3. List possible sources to find information:

   a. Books
   b. Interviews
   c. Experiments
   d. Observations
   e. Visits
   f. Encyclopedias
   g. Magazines

4. Assist the student(s) with the processes above, teaching specific skills when necessary.

5. Assist with ways of sharing the project:

a. Books	k. Pictures
b. Charts	l. Mobiles
c. Graphs	m. Experiments
d. Models	n. Posters
e. Paintings	o. Collections
f. Drawings	p. Pantomimes
g. Cassette recordings	q. Dioramas
h. Costumes	r. Map, murals
i. Plays	s. Reports
j. Videos	t. Stories

6. Have student(s) practice presentation of project.

7. Have student present and/or display finished products.

MATERIALS NEEDED:

Chart paper / mural paper

Collection of books, magazines, encyclopedias

Bookbinding materials

Tape recorder / video recorder

Pens / pencils / crayons / paint

COMMENTS:

WHAT:

READ-ALONG

When children's view of reading needs to be altered, Read-Along is one technique that can be very useful. In order to comprehend what they read, children must read chunks for meaning as opposed to reading letter-by-letter or word-by-word. When children read word-by-word or letter-by-letter, they cease to read for meaning. Their reading is usually slow and choppy, and when asked what the selection is about, the child most times will have lost the meaning. In concentrating on reading letters or individual words, the reader stops monitoring his use of the semantic and syntactic systems. Even when his reading does not make sense or does not sound like language, he will continue reading, e.g., "The bear climbed up the pin tree." This reader would read the above and keep on going even though meaning has been lost.

The child's view of reading must be altered. He sees reading as barking at print. He is merely recoding , changing the print code to an oral code which, in itself, is not reading. As teachers, we want to change this child's view of reading. We want him to know that reading should make sense.

One of the ways to change this reader's view of reading is by showing him how to read material using the reading process in the most effective way. Read-Along is one way to demonstrate this. It is a technique which can alter the reading process for a child. Read-Along prevents a reader from processing the print letter by letter and word by word.

WHY:

.Demonstrates what reading really is

.Shows the child how to chunk print so that meaning is retained

.Encourages the child to focus on meaning and to monitor this by asking himself, "Does what I am reading make sense?"

.Discourages the reader from stopping to sound out individual words instead of focusing on meaning

.Encourages faster reading

HOW:

1. The teacher and child sit close together, sharing the one copy of the material. Before the child starts reading, he should be told that he will be stopped periodically to re-tell the story. This is so the child will focus on meaning.

2. The teacher begins reading, pacing the reading a bit faster than the child usually reads to prevent him from over-attending to letters or words.

3. As the teacher and child read along, the teacher may run her hand under the chunks of print.

4. After a part of the story has been read, the teacher asks the child to re-tell what they have read together.

5. Accompanying the practice of Read-Along should be a discussion of correct use of the reading process. When engaged in Read-Along, the child is not able to stop and sound out individual words. This may have been the reader's main strategy in attacking unknown words. Therefore, the teacher must help the reader use alternative strategies such as using prediction in attacking unknown words, or skipping the word and reading on for more information. He should also be continually monitoring his reading by asking, "Is what I am reading making sense?" and "Does it sound like language?" If the answer to either question is negative, he should go back and make new predictions.

6. The child who needs Read-Along should be doing it every day.

MATERIALS NEEDED:

One copy of stories of interest to the student and on his instructional level.

COMMENTS:

WHAT:

INDEPENDENT READING

Students choosing and reading books in school is a legitimate activity. There needs to be a good selection for the students' choices.

WHY:

.Provides time for students to learn to read by reading

.Helps students gain confidence in reading

.Develops a love of reading so that the students will choose to read now and later in their lives

.Exposes students to all the registers, such as magazines, newspapers, novels, scientific journals, joke books, historical diaries

HOW:

1. The books are displayed so that the covers can easily be seen by the students. In most of the classrooms the books are categorized by the type of story. Some categories might be mystery, romance, animal stories, biographies, science-fiction and sports. In some cases, the students help place the books in the appropriate category. One of the reasons paperbacks are suggested is that they tend to have attractive, colorful covers which arouse the children's interests. As well, they are less expensive and easily carried around by children joining the literacy club (Frank Smith).

2. Students select books for reading. If a student begins reading a book and decides he does not like it, he is not expected to stick with it. As adult readers, we sometimes choose a book and find it does not meet the expectations we had so we stop reading it and choose something else. Independent reading time is a time to practice reading. Students are encouraged to find a quiet spot where they can read without disturbing anyone or being disturbed.

3. During this independent reading time teachers can be discussing the reading process with a student, sharing a book or conferencing about one, listening to a student read, or working with a small group on comprehension.

4. When the student finishes reading his book, he is asked to do a follow-up activity. These follow-ups are designed to be activities which the reader can do independently and in a short time span. It is especially important that the follow-up activities be short because, although it is valuable for a reader to react to what he has been reading, independent reading time is a time to practice reading as opposed to practicing follow-ups. We learn to read by reading.

5. There can be many suggestions for students to choose from when doing book follow-ups. Listed below are a few that could be included in your list:

   .Write a different ending to the book.

   .Describe the character you most identify with and tell why.

   .Draw what you think the various characters might have looked like.

   .Design a jacket for the book.

   .Write an additional episode for the story.

   .Write a short play which could be read as an alternate form to the story.

   .Write a retelling of the story.

   .Choose one character and write a new story with him in it.

   .Practice one of the exciting parts and read it orally to the rest of the class.

   .Write a commercial which would be sure to sell other readers the book.

   .Conference with the teacher on the book.

6. Once the student has finished reading the book, he may wish to suggest others who he thinks might enjoy that particular book. This is a type of book-selling.

7. Once he has finished his follow-up, the student selects a new book.

MATERIALS NEEDED:

1. The teacher should strive to have sufficient books in the classroom. This belief is based on the work of Dan Fader who suggested that students must be surrounded by print.

2. This print atmosphere can be made up of paperbacks, magazines, and newspapers which cover various topics. The teachers should select the materials with students' interests and reading levels in mind.

3. Each student should have a reading log book in which he records title, author's name, number of pages and date completed on each book read. This serves as a record for the reader and the teacher. The teacher is able to see the types of materials and various authors the reader is particularly interested in at this time. As well, teachers can use these log books as a record at parent-teacher interview time.

COMMENTS:

WHAT:

GUIDED READING/LISTENING PROCEDURE

Students are guided through a reading or listening selection to experience a model for active reading and/or listening.

WHY:

.Stimulates the proper reading/listening experience by encouraging active participation and a questioning attitude

.Models effective organizational patterns for analyzing information read or heard

.Encourages long-term memory retention

HOW:

1. Teacher establishes appropriate readiness to prepare group for reading (or listening to) a selection not to exceed 10 minutes.

2. Teacher sets general purpose: "Read (or listen) to remember everything."

3. Teacher lectures, reads, or plays a recorded selection (for listening) or students read.

4. Teacher (or student assistants) record on board everything students remember about selection.

5. Teacher reads information recorded and students review selection to add further details or make corrections.

6. Teacher leads students to organize remembrances into semblance of outline (main ideas and supporting ideas) or sequence pattern, etc., depending on skill teacher wishes to stress.

7. Teacher may lead students to inferential and critical levels of thinking through further questioning.

8. Teacher erases board and administers objective test not dependent on reading or writing skills (oral true/false or multiple choice).

9. Teacher tests long-term memory a couple of weeks later with test of similar format.

10. Students chart progress in long-term retention skills.

MATERIALS NEEDED:

Interesting reading or listening selections from a variety of sources (magazines, newspapers, tape libraries, teacher and/or student made tapes, records, etc.)

Overhead projector, transparencies, and AV pens are most effective, though chalkboard may be used.

COMMENTS:

Tony Manzo's technique as described in Secondary School Reading by Sharon Arthur and Pat and Jim Cunningham.

WHAT:

DIRECTED READING-THINKING ACTIVITY

WHY:

.Stimulates students to become active participants in the reading process

HOW:

1. Discuss with students the procedure.

2. Work through the procedure with selections students are reading.

3. The procedure:

Step One:	Information pooling (What do we already know about the topic?)
Step Two:	Questioning (What do we want to find out?)
Step Three:	Searching (Reading to find the answers to our questions.)
Step Four:	Analyzing (Which questions were answered?)
Step Five:	Looking further (Searching for answers which were not discovered.)

MATERIALS NEEDED:

Meaningful reading material

COMMENTS:

Teaching students to set purposes themselves as they read will enhance the development of comprehension as nothing else will.

WHAT:

USING OBJECTS, PICTURES, WORDS, AND SENTENCES TO TEACH MAIN IDEA

WHY:

.Requires students to think analytically and to categorize

.Helps students to verbalize, write, and read main ideas

.Helps students to select details that support an idea

HOW:

1. The teacher collects objects that can be categorized (toys books, plants, animals, dishes, shoes, etc.) and makes word cards (i.e., plants) and sentence strips (i.e., These are shoes.) for each category. Students separate the objects into categories and name each group verbally. Then they may select a word card and then a sentence strip to name each group. As a follow-up, students could find their own objects and write their own sentence strips to be used by other classmates.

2. The teacher collects pictures that can be categorized and follows the procedures outlined above.

3. The teacher makes several word cards in various categories such as COLOR, SOUND, SIZE, TEXTURE, TASTE, SMELL, WEATHER, etc. Students arrange the cards under the above headings as shown below. The teacher explains that some words may be under more than one heading.

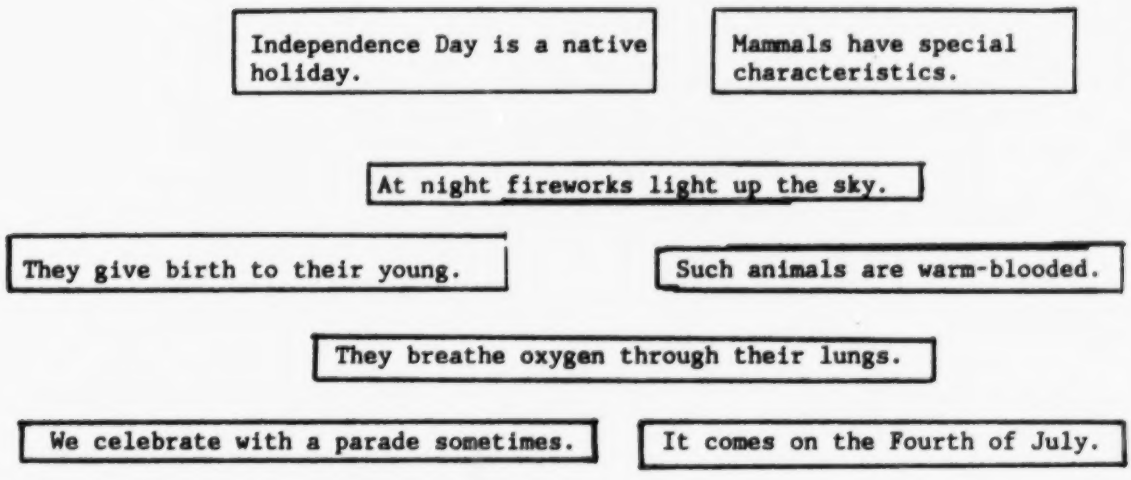
COLOR	TEXTURE
red	smooth
crimson	prickly
magenta	nubby

Students may think of words to add under each category and/or develop new categories.

4. The teacher makes several sentence strips, one of which states the main idea while the others give details which describe, tell about, or explain about a particular event or object. This needs to be done for two or more objects or events. This activity can be implemented in three ways:

a. The teacher gives the students the topic sentence, and the students select the details that explain it.

Example:


Independence Day is a native holiday.
Mammals have special characteristics.
At night fireworks light up the sky.
They give birth to their young.
Such animals are warm-blooded.
They breathe oxygen through their lungs.
We celebrate with a parade sometimes.
It comes on the Fourth of July.

b. The teacher gives the students the details, and the students choose the appropriate topic sentence.

c. After practice the students may select both the topic sentence and the details on their own.

MATERIALS NEEDED:

Blank word cards

Blank sentence strips

Magic markers

Many, many objects

Many, many pictures

Magazines

Scissors

COMMENTS:

These activities can be done sequentially as listed over a period of time, or specific ones may be selected for certain students based upon level of development, experience, and need. Activities may be done with individuals or with groups.

WHAT:

CAPSULE VOCABULARY

Students are introduced to new vocabulary and concepts and then reinforce their understanding through oral and written practice.

WHY:

.Provides interesting technique for introducing and reinforcing new vocabulary and concepts dealing with various topics found in science, social studies, and other content areas, as well as topical reading materials

.Promotes effective collaboration with a partner

.Offers good opportunities to use writing to reinforce listening and reading

HOW:

1. Teacher vividly presents the new vocabulary and concepts about the topic through graphics, verbal descriptions, and/or concrete experiences. The attempt is to make the words and concepts real for students.

2. Students share their associations and use the vocabulary and concepts in context through a conversation with a partner.

3. Students work with their partners to write paragraphs using the new vocabulary and concepts.

MATERIALS NEEDED:

Materials that best present new vocabulary and concepts.

COMMENTS:

MSDT ITEMS

IV

ASSESSMENT OF BASIC EDUCATION PROGRAM MINIMUM COMPETENCIES FOR THIRD GRADE READING/LANGUAGE ARTS

.mimum Competencies	Tested by MSDT* YES	NO
1. Read a passage with a reading level of 3.1 and identify the main idea	X	
2. Read a passage with a reading level of 3.1 and identify details stated in the passage	X	
3. Read a passage with a reading level of 3.1 and select the correct sequence of events	X	
4. Read a passage with a reading level of 3.1 and identify the setting	X	
5. Read a passage with a reading level of 3.1 and identify the cause and effect of a relationship	X	
6. Read a passage with a reading level of 3.1 and select the best conclusion		X
7. Read a passsage with a reading level of 3.1 and predict the outcome	X	
8. Read orally with expression at a reading level of 3.1		X
9. Read independently a variety of materials		X
10. Identify synonyms, antonyms, multiple meanings, and root words as they appear in a passage	X	
11. Capitalize first word in sentences, names of persons and places, days of the week, months of the year, and the pronoun "I" when writing	X	
12. Spell correctly at least 75 high-frequency words when writing	X	
13. Form legibly all upper and lower case manuscript letters when writing		X
14. Write at least three complete sentences related to a topic, using conventional subject-verb agreement and appropriate punctuation		X
15. Use a dictionary to check spelling		X
16. Speak in order to give a message, retell a story or take part in discussions		X
17. Follow two-step oral and written directions		X

* Minimum Skills Diagnostic Test--Phase II test

Examples of Items On
Minimum Skills Diagnostic Test
Grade 3

LANGUAGE ARTS

Objective	Example of Test Item
1. Given a sentence, the student will select the part of the sentence with a mistake in capitalization.	She went (A) to her (B) friend's party (C) last saturday. (D)
2. Given a sentence, the student will select the correct way to punctuate it.	Do you like (A) cats, (B) cats. (C) cats? (D) cats! | He _____ fast. (A) walked home (B) walked home, (C) walked home! (D) walked home?
3. Given an incomplete sentence, the student will select the correctly spelled word to complete the sentence.	Her mother has a _____ baby. (A) litel (B) littell (C) litle (D) little

READING

Carol and her mother were going to the lake for the day. They packed their swim suits and some sandwiches for lunch. Carol put their lunch in the car. Her mother put the swim suits on the carport so she could lock the doors. They drove across town to the lake. At noon they ate their lunch and rested for an hour. Then her mother looked all over the car for their swim suits. They could not be found. Carol and her mother could not go swimming because their swim suits were still on the carport.

Objective	Example of Test Item
1. Given a passage at the appropriate reading level, the student will demonstrate comprehension of the main idea by selecting the best title for the passage.	The best title for this story is (A) "Packing A Lunch." (B) "A Trip to the Lake." (C) "Looking for Swim Suits." (D) "The Carport."
2. Given a passage at the appropriate reading level, the student will identify details stated in the passage.	What did Carol and her mother pack for lunch? (A) sandwiches (B) cookies (C) hot dogs (D) ice cream

Objective	Example of Test Item
3. Given a passage at the appropriate reading level, the student will demonstrate comprehension of sequence by identifying the event that happens first or last in the passage.	What happened first? (A) They ate lunch. (B) They looked for their swim suits. (C) They drove to the lake. (D) They packed their swim suits and lunch.
4. Given a passage at the appropriate reading level, the student will understand the story setting by identifying where the story took place.	This story took place (A) at a lake. (B) on a carport. (C) in a car. (D) in a big town.
5. Given a passage at the appropriate reading level, the student will predict the most probable outcome of an event in the passage.	What did Carol and her mother probably do next? (A) go swimming (B) eat lunch (C) look for their swim suits again (D) go home
6. Given a passage at the appropriate reading level, the student will identify either the cause or the effect of an explicitly stated cause/effect relationship occurring in the passage.	Why couldn't Carol and her mother go swimming? (A) It was too cold. (B) It was too soon after lunch. (C) Their swim suits were on the carport. (D) The doors were locked.
7. Given a passage at the appropriate reading level, the student will select either a synonym, antonym, homonym, or a multiple meaning word for an underlined word in the passage.	What word means the opposite of noon? (A) morning (B) afternoon (C) midnight (D) evening

(Example of Report Form)

North Carolina Minimum Skills Diagnostic Tests — Spring 1986

Name	School	Grade
Jane Doe	Motown	3

Communication Skills

Objective	Score
**** Language Arts **********	
Capitalization	
Pronoun I	7 of 7
First word in sentence	8 of 8
Names and places	1 of 4
Days and months	4 of 10
Words not to be capitalized	4 of 10
Punctuation	
Comma	0 of 3
Question mark	6 of 7
Period	6 of 7
Exclamation mark	4 of 6
Comma and period	0 of 2
No punctuation needed	0 of 3
Spelling	20 of 33
**** Language Arts Total ********	60 of 100
**** Reading **********	
Main idea	4 of 15
Details	14 of 17
Sequence of events	3 of 15
Story setting	14 of 17
Prediction of outcome	5 of 12
Cause/effect relationships	6 of 14
Synonyms, antonyms, homonyms, multiple meanings	10 of 10
**** Reading Total **********	56 of 100

Mathematics

Objective	Score
Add three 1-digit numbers	3 of 4
Compare two numbers	3 of 4
Order numbers	2 of 4
Add two 2-digit numbers	2 of 4
Add a 1-digit number to a 2-digit number	3 of 4
Add three 2-digit numbers	1 of 4
Add two 3-digit numbers	2 of 4
Subtract two 2-digit numbers	1 of 4
Subtract a 1-digit number from a 2-digit number	1 of 4
Subtract two 3-digit numbers	1 of 4
Add or subtract to solve word problems	0 of 4
Write the value of dollars, dimes and pennies	2 of 4
Write hundreds, tens, and ones	3 of 4
Know multiplication facts through 25 (repeated addition)	1 of 4
Multiply two 1-digit numbers using facts through 25	1 of 4
Know division facts through 25 (arrays)	0 of 4
Factor and divide using 1-digit numbers (facts through 25)	1 of 4
Multiply to solve word problems (facts through 25)	0 of 4
Tell time to the quarter hour	1 of 4
Determine length in centimeters and inches	3 of 4
Identify fractional parts of a region (1/2, 1/3, 1/4)	4 of 4
Identify cubes, cylinders, and spheres	1 of 4
Identify triangles, squares, rectangles, and circles	2 of 4
Write ordinal numbers to tenths	4 of 4
Extend sequence of a given pattern	2 of 4
Read and interpret bar and picture graphs	2 of 4
**** Mathematics Total **********	46 of 100

APPENDIX

APPENDIX A

Additional Suggested Schedules and Daily Plans

SUGGESTED BASIC SCHEDULE FOR 3RD GRADE

I. Basic Schedule - 4-Hour Day

30 min.	Opening Activities
1 hour	Integrated Study Activities (math focus)
45 min.	Concentrated Math Instruction
15 min.	Reading to Students
30 min.	Concentrated Communication Skills Instruction
30 min.	Integrated Study Activities (C.S. Focus)
15 min.	Free Reading
15 min.	Closing Activities

II. Explanation of Basic Schedule

A. Opening Activities - Whole Group
- -Self Concept Activities
- -Music/Movement Activities
- -Journals
- -Art Activities
- -Spontaneous Episodes
- -Planning the Day
- -Sharing

B. Integrated Study Activities

This block of time involves work surrounding one focused unit or theme which incorporates:
- -Construction
- -Cooking
- -Manipulatives & Games
- -Science Experiment
- -Reading
- -Writing
- -Field Trips
- -Resource Persons
- -Viewing
- -Listening

C. Concentrated Math Instruction & Practice

D. Reading to Students
- -Poetry
- -Picture Books
- -Pattern Books
- -Information Books
- -Newspaper Articles

SUGGESTED BASIC SCHEDULE

3rd Grade

Recommended Activities for a Three-Hour Program

The teacher should organize the day between large group, small group and individual activities. Consideration should be given to active involvement of the students. The activities listed are considered essential for development of reading and writing skills.

Teacher Directed

Large Group

5 - 10 mins. — Planning the day
- . reflecting on previous day
- . contributing to chalkboard list for today's plans
- . making personal list

5 - 10 mins. — Sharing/Discussion
- . personal events
- . selected theme
- . current events

Teacher Directed

Small Group

20 mins. — Directed Reading-Thinking Activity
- . stories with interesting plots
- . story grammar retellings

5 mins. — Individualized Teaching of Writing Skills
- . taught in context
- . based on needs

Independent Work

Individual

10 mins. + — Sustained Silent Reading
- . predictable books
- . wordless books
- . poetry
- . magazines
- . high interest/low level books
- . newspapers
- . non-fiction materials

Teacher Directed

Small Group

20 mins. — Helping Circle in Writing
- . writing folders
- . focus on content

5 mins. per Student — Individualized Teaching of Reading Skills
- . taught in context
- . based on needs
- . use student's experiences and language
- . relevant practice

5 mins. per Student — Individualized Teaching of Reading/Writing and Study Skills
- . short/long term projects
- . class newspaper
- . experiments, surveys, observations

Independent Work

Individual

30 mins. — Writing
- . choice of subject
- . writing process
- . audience and purpose
- . editing for mechanics
- . publication
- . writing folders

10-15 mins. — Read Along
- . listening to recorded stories

40 mins. — Short and Long Term Projects/Activities
- . special studies in math, science, or social studies (see short & long term projects)
- . writing a class newspaper
- . experiments, surveys, observations

Teacher Directed

Large Group

10 mins. — Listening to Language
- . variety of quality literature read to the student
- . variety of magazine and newspaper articles shared with students

10 mins. — Reflecting on the Day/Evaluation
- . sharing of projects, books read, writing etc.

APPENDIX B

Materials List

A BIBLIOGRAPHY OF PREDICTABLE BOOKS

Predictable Trade Books

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The following is a list of written-down songs which can be found in the Predictable Trade Books Section due to their repetitive or cumulative pattern.

Brand, Oscar. WHEN I FIRST CAME TO THIS LAND.

de Regniers, Beatrice Schenk. CATCH A LITTLE FOX.

Domanska, Janina. DIN, DAN, DON, IT'S CHRISTMAS.

Hoffman, Hilde. THE GREEN GRASS GROWS ALL AROUND.

Keats, Ezra Jack. OVER IN THE MEADOW.

Langstaff, John. GATHER MY GOLD TOGETHER: FOUR SONGS FOR FOUR SEASONS.

Langstaff, John. OH, A HUNTING WE WILL GO.

Langstaff, John. OVER IN THE MEADOW.

Langstaff, John. SOLDIER, SOLDIER, WON'T YOU MARRY ME?

Quakenbush, Robert. SHE'LL BE COMIN'ROUND THE MOUNTAIN.

Spier, Peter. THE FOX WENT OUT ON A CHILLY NIGHT.*

Albert Whitman & Company
THE BOXCAR CHILDREN
Warner, Gertrude Chandler
3rd Grade

Albert Whitman & Company
THE MYSTERY OF THE MISSING SUITCASE
Heide, Florence Parry and
Sylvia Worth Van Clief
3rd Grade

Albert Whitman & Company
BLUE BAY MYSTERY
Warner, Gertrude Chandler
3rd Grade

Atheneum
THE TENTH GOOD THING ABOUT BARNEY
Viorst, Judith
3rd Grade

Avon
AMELIA BEDELIA AND THE BABY
Parish, Peggy
3rd Grade

Benefic Press
COWBOY SAM AND FRECKLES
Chandler, Edna Walker
3rd Grade

Benefic Press
DAN FRONTIER AND THE BIG CAT
Hurley, William
3rd Grade

Benefic Press
PETER AND THE ROCKET TEAM
Corson, Hazel W.
3rd Grade

Benefic Press
COWBOY SAM AND THE FAIR
Chandler, Edna Walker
3rd Grade

Benefic Press
DAN FRONTIER, SHERIFF
Hurley, William
3rd Grade

Clarion Books
WHAT'S IN FOX'S SACK?
Galdone, Paul
3rd Grade

Coward, McCann & Geoghegan
FIONA'S BEE
Keller, Beverly
3rd Grade

Coward-McCann, Inc.
NATE THE GREAT
Sharmat, Marjorie Whetman
3rd Grade

Crown Publishers, Inc.
IMOGENE'S ANTLERS
Small, David
3rd Grade

Dell Publishing Company
ELEANOR ROOSEVELT - FIRST LADY
OF THE WORLD
Graves, Charles P.
3rd Grade

Dell Publishing Company
RAMONA AND HER FATHER
Cleary, Beverly
3rd Grade

Dell Publishing Company
DORRIE AND THE HAUNTED HOUSE
Coombs, Patricia
3rd Grade

Dial Press
CAN I KEEP HIM?
Kellogg, Steven
3rd Grade

Dial Press
BENJY AND THE POWER OF ZINGIES
Leeuwen, Jean Van
3rd Grade

Dodd, Mead & Company
HALLOWEEN WITH MORRIS AND BORIS
Wiseman, Bernard
3rd Grade

Dodd, Mead & Company
BLUE MOOSE
Pinkwater, Manus
3rd Grade

Doubleday & Company, Inc.
GEORGIE TO THE RESCUE
Bright, Robert
3rd Grade

E. P. Dutton
THE FUNNY LITTLE WOMAN
Mosel, Arlene
3rd Grade

Follett Publishing Company
PEARL GOES TO SCHOOL
Hastings, Evelyn
3rd Grade

Four Winds Press
FRECKLE JUICE
Blume, Judy
3rd Grade

Four Winds Press
YOU'RE THE SCAREDY-CAT
Mayer, Mercer
3rd Grade

Four Winds Press
BONEY-LEGS
Cole, Joanna
3rd Grade

G. P. Putman's Sons
OLD BLUE
Hancock, Sibyl
3rd Grade

Gerrard Publishing Company
LEE WONG, BOY DETECTIVE
Banel, Joseph
3rd Grade

Gerrard Publishing Company
THE FARMER AND THE WITCH
Delage, Ida
3rd Grade

Greenwillow Books
HARRY'S DOG
Porte, Barbara Ann
3rd Grade

Grosset & Dunlap
BENJAMIN IN THE WOODS
Clymer, Eleanor
3rd Grade

Grosset & Dunlap, Inc.
MCBROOM'S ZOO
Fleischman, Sid
3rd Grade

Harcourt Brace, Jovanovich
OLIVER BUTTON IS A SISSY
De Paola, Tomie
3rd Grade

Harper & Row
IN A DARK, DARK ROOM
Schwartz, Alvin
3rd Grade

Harper & Row
LITTLE RUNNER OF THE LONGHOUSE
Baker, Betty
3rd Grade

Harper & Row
THE STORM BOOK
Zolotow, Charlotte
3rd Grade

Harper & Row
AMELIA BEDELIA AND THE SURPRISE SHOWER
Parish, Peggy
3rd Grade

Harper & Row
THE BIG BALLOON RACE
Coerr, Eleanor
3rd Grade

HIGH - LOW BIBLIOGRAPHY, Continued

Harper & Row
PLAY BALL, AMELIA BEDELIA
Parish, Peggy
3rd Grade

Harper & Row
TELL ME SOME MORE
Bonsall, Crosby Newell
3rd Grade

Harper & Row
A GIRAFFE AND A HALF
Silverstein, Shel
3rd Grade

Harper & Row
Little Bear
Minarik, Else Holmellund
3rd Grade

Holt, Rinehart and Winston, Inc.
A GHOST STORY
Martin, Jr., Bill
3rd Grade

Holt, Rinehart and Winston, Inc.
I WENT TO THE MARKET
Domjan, Joseph
3rd Grade

Houghton Mifflin Company
THE STEADFAST TIN SOLDIER
Anderson, Hans Christian
3rd Grade

Houghton Mifflin Company
THE BIGGEST BEAR
Ward, Lynd
3rd Grade

Houghton Mifflin Company
PAMELA CAMEL
Peet, Bill
3rd Grade

Houghton Mifflin Company
IRA SLEEPS OVER
Waber, Bernard
3rd Grade

Houghton Mifflin Company
HUGE HAROLD
Peet, Bill
3rd Grade

Houghton Mifflin Company
THE MYSTERIES OF HARRIS BURDICK
Allsburg, Chris Van
3rd Grade

Houghton Mifflin Company
MISS NELSON IS MISSING !
Allard, Harry and James Marshall
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J. B. Lippincott Company
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Slote, Alfred
3rd Grade

J. B. Lippincott Company
MYSTERY IN THE APPLE ORCHARD
Orton, Helen Fuller
3rd Grade

J. B. Lippincott Company
SHE'LL BE COMIN' 'ROUND THE MOUNTAIN
Quackenbush, Robert
3rd Grade

Little, Brown and Company
GIVE US A GREAT BIG SMILE, ROSY COLE
Greenwald, Shelia
3rd Grade

Little, Brown and Company
VALENTINE ROSY
Greenwald, Shelia
3rd Grade

Little, Brown and Company
THE GREAT MCGONIGGLE RIDES SHOTGUN
Corbett, Scott
3rd Grade

Lothrop, Lee & Shephard Books
DETECTIVE MOLE AND THE HALLOWEEN MYSTERY
Quackenbush, Robert
3rd Grade

Lothrop, Lee & Shepherd Company
TRY IT AGAIN, SAM
Viorst, Judith
3rd Grade

MacMillan Company
BILLY AND BLAZE
Anderson, C. W.
3rd Grade

Pantheon Books
WHICH IS THE WITCH?
Jasner, W. K.
3rd Grade

Penguin Books
PIPPI LONGSTOCKING
Lindgren, Astrid
3rd Grade

Penguin Books
ONE MORNING IN MAINE
McCloskey, Robert
3rd Grade

Random House
THE CASE OF THE 264-POUND BURGLAR
Fleischman, Sid
3rd Grade

Random House
THE CASE OF THE CACKLING GHOST
Fleischman, Sid
3rd Grade

Random House
THE CASE OF PRINCESS TOMORROW
Fleischman, Sid
3rd Grade

Random House
BECAUSE A LITTLE BUG WENT KA-CHOO!
Stone, Rosetta
3rd Grade

Random House
THE BEST NEST
Eastman, P. D.
3rd Grade

Random House
THE CASE OF THE SECRET MESSAGE
Fleischman, Sid
3rd Grade

Random House
PADDINGTON AT THE TOWER
Bond, Michael and Fred Banbery
3rd Grade

Thomas Nelson, Inc.
ENCYCLOPEDIA BROWN SOLVES THEM ALL
Sobol, Donald J.
3rd Grade

Thomas Y. Crowell
MY FRIEND THE MONSTER
Bulla, Clyde Robert
3rd Grade

Thomas Y. Crowell Company
PIRATE'S PROMISE
Bulla, Clyde Robert
3rd Grade

William Morrow & Company
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Cleary, Beverly
3rd Grade

William Morrow & Company
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Haywood, Carolyn
3rd Grade

William Morrow & Company
BETSY AND MR. KILPATRICK
Haywood, Carolyn
3rd Grade

William Morrow & Company
DEAR MR. HENSHAW
Cleary, Beverly
3rd Grade

William Morrow & Company
HENRY HUGGINS
Cleary, Beverly
3rd Grade

HIGH - LOW BIBLIOGRAPHY, Continued

William Morrow & Company
RIP-ROARING RUSSELL
Hurwitz, Johanna
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William Morrow & Company
HENRY AND RIBSY
Cleary, Beverly
3rd Grade

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	I.L. 3 - 13	I.L. 4-8

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APPENDIX C

Professional Articles/Information

WHAT PARENTS CAN DO

1. Create situations in which conversation is likely to occur.

2. Ask children questions which require more response than "yes" or "no" or "I don't know."

3. Be willing to let a child express himself on the subjects that interest him.

4. Play word games.

5. Try to find ways to place your child in the company of other adults who are good talkers.

6. Seek opportunities to read aloud to your child and encourage him to read aloud to you.

7. Talk together about problems faced by characters in stories you read together.

8. Let your child see you reading frequently.

9. Be interested in what your child writes and encourage him to write--letters, stories, poems, notes, diaries, etc.

10. Demonstrate an interest in your child's homework, letting him know that the skills being learned were important to your development.

11. Have a reference library (dictionary, encyclopedia, almanac, etc.) and encourage its use by everyone; keep the dictionary in a prominent place.

12. Familiarize your child with the pleasure of a good public library.

13. Keep good and entertaining reading material in almost every room in the house.

14. Subscribe to some magazine, including others in addition to the usual Time, Sports Illustrated, etc.

15. Allow your child to stay up 30 or so minutes after "lights out"--if he is in bed reading.

16. Show a gentle interest in grammar and punctuation, keeping corrections and recommendations friendly and humorous.

17. Avoid giving your child the impression that you advocate reading only the classics.

18. Give books to your children and to friends whom your children know you value.

What Parents Can Do, Continued

19. Try to be well read enough to be able to suggest books to your children.

20. Actively discourage television, with the exception of intelligent shows designed for children; encourage the belief that there should be a reason for turning on the television and that its natural state should be "off."

21. Forbid watching television more than eight hours a week and any watching after supper, except for "special shows" that are of interest to the child.

22. Let your children know that you pay careful attention to excellent television programming--for adults as well as children.

23. Declare your support for the development of a comprehensive literacy program that actually involves students in reading, writing, speaking, and listening; write letters to principals, school administrators, and board members on behalf of smaller class loads for literacy teachers.

24. Find out more about what you can do by visiting the school and talking with the principal and teachers.

The ABC's of Literacy, Stephen N. Judy, New York, Oxford University Press, 1980.

THE WRITING PROCESS

Stage	Student	Teacher
Prewriting	1. Reacts to stimulus for writing.	1. Provides stimilus for writing.
	2. Explores and wonders about subject.	2. Gives students time to explore and wonder about subject.
	3. Determines the writing's purpose, audience, and form.	3. Familiarizes students with variety of appropriate purposes, aduiences, and forms for writing.
	4. Generates details that may be used in writing.	4. Conducts a number of detail-generating activities.
Writing	1. Gets started.	1. Suggests ways of getting started.
	2. Discovers new ideas, feelings, values.	2. Points out these new ideas, feelings, and values and encourages their exploration.
	3. Looks back to see if intended meaning is changing and anticipates what is coming next.	3. Makes student aware of ways the writing is taking shape.
	4. Makes continuous decisions about syntax, diction, and rhetoric.	4. Encourages student experimentation with style.
Rewriting	1. Stops to comtemplate completed draft.	1. Allows time for contemplation.
	2. Reorganizes, if necessary or desirable, and adds needed details.	2. Encourages writing of multiple drafts.
	3. Polishes sentence structure and refines word choice, then checks punctuation, spelling, and grammar.	3. Develops students' skills in helping each other in matters of style and mechanics, as well as with content, and offers own encouragement and technical advice.
Post-writing	1. Evaluates the final product.	1. Involves students in evaluation.
	2. Makes the product "public."	2. Offers variety of ways the product may go "public."

Dr. JoAnn Seiple
University of North Carolina at Wilmington

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